

GUIDE TO THE KOM ALPHABET



Ministère de la Recherche
Scientifique et Technique

**GUIDE TO THE KOM
ALPHABET**

Kom Language Reading and Writing Book

Revised Edition

Menchum Division
Northwest Province

By

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1992

Société Internationale de Linguistique
B.P. 1299, Yaoundé
République du Cameroun

Financial assistance for the publication of this book was received from the Canadian International Development Agency.

Illustrations by MBANJI Bawe Ernest

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INTRODUCTION

This booklet is written specifically for those Kom people who, being literate in English, would like to learn to read and write the Kom language.

This booklet was first published in 1984, thanks to the efforts of the Kom Language Committee, set up by the KBDU in Yaounde. It has become necessary to revise and reprint this Guide since further language development has taken place and the desire by the Kom people to use the written form of their language is increasing.

This revised version has come about due to the work of the Kom Language Development Committee (KLDC) which is based in Kom. The KLDC is a non-profit, non-political, and non-denominational scientific, cultural, and development organization which, in collaboration with other linguistic, cultural, and development organizations, seeks to promote the development of the Kom language. Many Kom men and women are volunteering their time in order to make this work move ahead, most notably the members of the KLDC Executive Committee, which are listed below:

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Lesson 1

THE KOM ALPHABET

The Kom alphabet has the following 29 symbols, representing vowels and noncomplex consonant sounds.

a	as in	akas	"zinc"
ae	as in	kàe	"four"
b	as in	bo	"weave"
ch	as in	cham	"chew"
d	as in	dàla	"men's traditional gown"
e	as in	te	"insult"
f	as in	fu	"give"
g	as in	gùfa	"pull" or "drive"
gh	as in	ghal	"hold"
i	as in	ki	"look at"
†	as in	ak†	"mortar"
j	as in	jùma	"drive away"
'	as in	be'	"break"
k	as in	ka'	"cut"
l	as in	lala	"delay"
m	as in	mem	"mold"
n	as in	nìni	"mother"
ŋ	as in	ŋam	"pinch"
ny	as in	nyam	"use a staff"
o	as in	lo	"lick"
oe	as in	†koe	"arm"
s	as in	sam	"borrow"
t	as in	tas	"sew"
u	as in	tum	"send"
ue	as in	akue	"belt"
v	as in	visi	"let go"
w	as in	wam	"tell lies"
y	as in	yem	"sing"
z	as in	azue	"nose"

A digraph is a sequence of two letters combined to represent one sound.

In the above list there are nine vowel sounds, three of which are represented by digraphs, twenty consonant sounds, three of which are also represented by digraphs. There are also complex vowels and complex consonants that are treated in chapters 7 and 8.

Lesson 2

FAMILIAR VOWEL SOUNDS

One of the things that make any two languages similar is the sound system, that is, the sounds of the languages are alike. Many sounds that occur in English also occur in Kom. In the Kom alphabet, those similar sounds will be represented by the same letter as in English as much as possible. We shall consider the sounds of the Kom language and the letters that represent them, whether vowels or consonants. First we will treat those vowel sounds that are the same as in English

Familiar Vowel Sounds

[a]	as in	abas	"lizard"
		alas	"scar"
		fal	"clip"
[e]	as in	fe	"fall"
		bè	"say"
		ake	"charcoal"
[i]	as in	bi	"get done (food)"
		ki	"look"
		ife	"waterfall"

o as in

bo	"weave"
lo	"lick"
ifô	"cutlass"

u as in

fu	"give"
ku	"catch"
tum	"send"

Exercise 1 Read the following words aloud and give their meanings in English.

iti	to
tam	ke
afo	tum
so	su



Exercise 2 Give corresponding English words for:

ake	ibi
ise	tu
ndo	abe



Exercise 3 Complete these words by filling in the blanks:

ab__s	"lizard"	l__	"take"
b__l__	"carry on the back"	kf__	"cook"
it__l	"stubborn"	af__	"thing"
s__	"remove feathers"	l__	"aim at"
nin__	"grandmother"	kf__	"cook"
ns__	"ground"	____m	"send"

Vowel Modification

Three of the above vowels, e, o, and i, sound slightly different when followed by a consonant. Compare the sound of the vowel in column 1 with the sound in column 2. Note that even though the sound is a bit different, we use the same letter in both cases.

	<u>1</u>	<u>2</u>	
e	ke	kel	"fufu basket"
	te	tem	"clear"
	ife	ifêl	"work"
o	lo	lom	"cover with leather"
	to	tom	"stand something"
	bo	bom	"mold"
i	bi	bimi	"believe"
	ti	timi	"stand"
	li	ilim	"yellow yam"

Exercise 4 Fill in the missing letters.

ab__	"compound"	y__m	"sing"
mb__	"mallet, hammer"	mb__'	"shoulder"
ab__	"leopard"	__t__f	"intelligence"
nd__	"house"	b__l	"soft"
af__	"thing"	__f__l	"hat"
t__	"insult"	nt__'	"village"

Lesson 3

UNFAMILIAR VOWEL SOUNDS

There are four vowel sounds that do not occur in English: **ae** , **ɨ** , **oe** , **ue**

ae	as in	kàe	"four"
		lae	"small"
ɨ	as in	ɨwe	"market"
		akɨ	"mortar"
oe	as in	ɨkoe	"arm"
		awoe	"hailstone"
ue	as in	akue	"belt"
		azue	"nose"

Special note should be taken of the fact that the vowels written with two letters (ae, oe, ue) are not pronounced as two separate and different sounds but as one unit. Thus,

ae is not	a e	but	ae	as in	kàe	"four"
oe is not	o e	but	oe	as in	ɨkoe	"arm"
ue is not	u e	but	ue	as in	akue	"belt"

These vowel digraphs could have been written differently, such as with two dots over each one, but such a system would interfere with the tone marks. Thus we shall write the one sound with two letters.

Exercise 1 Fill in the missing letters.

iz__	"killing"	ak__	"belt"
as__	"pith"	m__	"finish"
b__	"be safe"	k__	"pluck"
il__	"bitterness"	k__s__	"discourage"
if_l	"tsetse fly"	ab_l	"dust"

Lesson 4

TONE

You will notice that even though most of the vowel sounds are written the same as in English, there are sometimes extra marks over them. These marks, called tone marks, help to indicate the pitch of the voice with which the words are pronounced. There can be eight different pitches, but we will mark only those that are Low and those falling to a Low tone. They will be marked as pronounced whenever they occur in an utterance (i.e., surface tone). For simplicity in writing, only two tone marks will be written; ` and ^.

Low tone mark `	as in	kàe	"four"
		bàe	"father"

High Low tone mark ^	as in	kâf	"armpit"
		abf	"camwood"

All other pitches, Mid, High, and the combinations of Mid and High, will not be marked.

sí yeyn	"to see"	ndo	"house"
aku	"forest"	afí	"medicine"
ise	"skin disease"	ndon	"horn"

Notice that the only difference in the spelling in the following sets of words is the tones marks.

bo	"weave"
bô	"bag"

ndòn	"potato"
ndon	"horn"

abas	"lizard"
abâs	"a part"

mbas	"charm"
mbâs	"vegetables"

Reading Practice 1 Read the following words aloud.

sí kùesì	"to discourage"	sí lae	"to be small"
sí zùetì	"to resurrect"	sí mǎe	"to finish"
sí lùe	"to be bitter"	kàe	"four"
azue	"nose"	jae	"before"
sí fǐm	"to be black"	sí sòe	"to miss"
ifǐm	"blackness"	sí soe	"to be deep"
ifǐl	"store"	sí kòe	"to pluck"
ifǐl	"tsetse fly"	akoe	"arms"

Reading Practice 2 Read the following words aloud. As you read the tone marks correctly, also note that the vowel sound of the word in the left column is different from that immediately to the right.

sí lùe	"to be bitter"	sí lù	"to go away"
sí mǎe	"to finish"	sí mǎ	"to me"
sí fòe	"to get rotten"	sí fò	"to lock up"
ibi	"kolanut"	bì	"dog"
sí kàe	"four of them"	sí kè	"to hatch"

Exercise 1 Put the proper tone mark on the following words.

anle	"loss"	ifǐm	"darknes"
lesì	"forget"	sí gvi	"to come"
sí be	"to say"	kayn	"monkey"
fǐsus	"pepper"	sí foe	"to rot"
yeyn	"see"	kali	"go down"
ilue	"bitterness"	sí boesì	"to save"
mbam	"snake"	aku	"forest"
abì	"camwood"	bolèj	"groundnuts"

Exercise 2 Write the corresponding English words for the following Kom words.

ibe	_____	ise	_____
ibê	_____	isê	_____
isu	_____	izueti	_____
isû	_____	izûetî	_____
iyes	_____	kan̄ti	_____
iyês	_____	kân̄ti	_____

Exercise 3 Choose the correct word from those in the brackets to complete each sentence

- Gheli n̄n _____ ndzīsī a jva. [su, sù, sû]
- Ghèsī t̄f _____ ndzīsī iyonì. [su, sù, sû]
- Wù sè' s̄ _____ kòfi. [koe, kòe, kôe]
- Bò wom n̄n _____ kòfi lvin. [koe, kòe, kôe]
- Ghèsī t̄f _____ gveyn iyonì. [fel, fèl, fêl]
- Nà wom n̄n _____ a gvêyn. [fel, fèl, fêl]

Lesson 5

FAMILIAR CONSONANT SOUNDS

The following consonants have the same sound as in English:

b, d, f, g, j, k, l, m, n, s, t, v, w, y, z

b	as in	bala	"carry on the back"
d	as in	dim	"play"
f	as in	fom	"to be sweet"
g	as in	s̄ gũf	"to pull"
j	as in	s̄ jùm	"to drive away"
k	as in	s̄ kam	"to squeeze"
l	as in	lala	"delay"
m	as in	mem	"mold"



n	as in	sɿ nù	"to fight"
s	as in	sɿ sù	"to wash"
t	as in	sɿ tàl	"to be heady"
v	as in	visi	"let something go"
w	as in	wam	"tell lies"
y	as in	yum	"be dry"
z	as in	sɿ zɿtɿ	"to begin"

The digraph **ch** is pronounced just as the English letters **ch** as they are spoken in words such as "church". Thus the **ch** in Kom is used to write the following words:

cham	"chew"	chwotɿ	"beg someone"
chèŋ	"dance"	chɿmtɿ	"whisper"
tɿchɿ	"sticks"	chya	"kick"

Exercise 1 Read the following words aloud and give the meaning in English.

abe	kom	akɿ	ntufa
atu	kàli	ikôn	asû
achu'	ilûe	gûfa	sal
awu	nùtɿ	jaŋ	yem
wul	anam	atum	iwo
afo	nsòmbo	mɿtam	akum
mɿlám	lùm	mô'	fɿsus
bɿbtɿ	avɿ	zue	chili

Exercise 2 Write the Kom word corresponding to the following English words:

dry season	_____	eight	_____
a tadpole	_____	select	_____
a cup	_____	a chair	_____
a dog	_____	a spoon	_____
a broom	_____	soup	_____
a group of people	_____	an egg	_____

Lesson 6

UNFAMILIAR CONSONANT SOUNDS

Just as there are four vowel sounds in Kom that are not found in English, there are also four consonant sounds that are different from English. They are written as: **gh** , **ny** , **ŋ** , ' .

gh	as in	ghal	"hold"	ghesɪnà	"we"
		ghelɪ	"people"	ghɪ	"is"
ny	as in	nyam	"animal"	nyon	"suck"
		nyànɪ	"hurry up"	nyun	"hair"

The letter **ŋ** sounds like the sound **ng** in the English words "thing" and "rang". In Kom, this sound occurs at the beginning and at the end of words so it must be represented by the letter **ŋ** so as to not cause confusion with **ng** . This sound will be written as **n** if it occurs immediately before **k** or **g** .

ŋ	as in	ŋentɪ	"bite a small bit"	bàn	"red"
		ŋem	"nip off the tip"	ŋam	"pinch"

The letter ' is called a glottal stop and it represents the sound in Kom that resembles a hiccup. It is written like an apostrophe.

'	as in	be' "break"	bè'i "carry"
		ya' "trim"	sa' "judge"

Reading Practice Read aloud the following words.

ighal	"holding"	ayu'si	"sweat"
nyam	"use walking stick"	nyà'	"write"
nam	"spider"	ila'	"country"
aghâl	"feces"	ânenâ	"they"
nyos	"smash with foot"	itu'	"day"

Exercise 1 Fill in the blanks with the correct letters.

___o___	"roast", "burn"	ko___	"go up"
___emsî	"handle with care"	fî___ae	"trap"
___ka___	"corn beer"	ba___sî	"add"
___a___lî	"creep"	___wâ___lî	"book"
akâ___lî	"bamboo basket"	___ge___	"trouble"

Lesson 7

COMPLEX VOWELS

There are four vowel sounds that are complex, that is, they are made up of two sounds, in contrast to the simple vowels of Lessons 2 and 3. The first sound is either e, a, u, or o. The second sound is like i, although it will be written with a y. These complex vowels will be written with two letters, as follows: ey, ay, uy, oy.

ey	afêyn kfeynsi bèyti	"here" "add more" "take something off"
ay	layn abayn nkàysi	"today" "fufu" "scabies"
uy	yuyn buynti kuysi	"buy" "sleep a bit" "force someone to do"
oy	fòyn woynda	"king" "children"

Reading Practice Read aloud the following conversation. Note that in some cases, the y sound is not heard, but it must be written.

Bi: Abayn à kema ba?
 Sf: Abayn à kya n̄n gh̄i is̄i.
 Bi: A n̄i s̄i ndà abuȳn à kema ki a?
 Sf: A n̄i s̄i Nàyn.
 Bi: Wù bu loyn a?
 Sf: Iloyn i n̄weyni n̄a z̄i n̄n ndû k̄i as̄i.
 Bi: Bò v̄a feyn meyn àbû' k̄i atû ndo afi a?
 Sf: Wù ti meyn teyn ta gh̄i ti fāni k̄ò k̄òfi n̄weyn.

Exercise 1 Write the corresponding word in Kom for the following English words. Do not forget to write the tone marks.

bed	_____	here	_____
five	_____	beans	_____
monkey	_____	a pot	_____
a farm	_____	peace	_____
a nail	_____	full	_____

Lesson 8

CONSONANT MODIFICATION

Frequently, consonant sounds in Kom are modified, which renders simple consonants more complex. Two or more consonants can come together to form a consonant cluster.

Certain consonants can be **prenasalized**, that is preceded by a nasal consonant; **m** or **n**, such as

b, t, d, k, g, ch, j, s

mbam	"snake"	ntum	"message"
ndôn	"potato"	nkam	"thousand"
ngõe	"seed"	nchen	"bottle"
njàm	"axe"	nse	"ground"

Certain consonants can be **labialized**, that is pronounced with the lips rounded, and written with a **w** following it, such as

b, t, d, k, f, l, m, ŋ

ɨbwâ'	"umbrellas"	ɨtwo	"hut"
ɨdwam	"kind of tree"	ɨkwo	"money"
ɨfwo	"things"	ɨlwen	"bamboo"
ɨmwa'ti	"gift"	ŋweyn	"him" or "her"

Certain consonants can be **palatalized**, that is, immediately followed by another consonant sound that is made farther back in the mouth. Sometimes this palatalized sound sounds like the vowel **ɨ** and other times it sounds like the vowel **i** but it will always be written with the letter **y**, such as

b, d, k, g, ch, f, s, m

byal	"shout"	dyàn	"cross over"
chye'	"laugh"	kya	"know"
afyem	"cockroach"	gya	"voice"
myeti	"take a bit"	syin	"rush"

Certain consonants can be labiodentalized, that is, immediately followed by another consonant sound that is made with the lips and the teeth. This sound will be written with either f or v .

k, ch, s, b, g, j, ny, l

kfe	"cook"	abvɪ	"ashes"
ɪchfɪ	"mouth"	gvi	"come"
sfɪ	"fish"	jva	"stream"
nyvɪ	"drink"	ɪlvɪ	"time"

The following consonant clusters also occur:

bz, dz, vz, mz, ts, fs

bzɪ	"goat"	dzɪ	"cry"
ɪvzɪ	"that"	mzɪ	"swallow"
tsin	"push"	fsɪ	"take"

Reading Practice Read the following conversation aloud. Note that the n- represents the elision of nɪn after certain pronouns.

Ngàm: Wà n-se' wo a ba?

Son: Mɪ n-se' ɪtwa'.

Ngàm: Wà n-se' sɪ fèl ɪ gha ɪtwa' a?

Son: Mɪ n-se' sɪ chà' ɪtwam ɪ wom.

Ngàm: Se' kɪ nyà'à-nyà'à mbò a ba.

Son: Ayònnɪ a ba. Ghɪ n-jêm kɪ sɪ mbom.

Exercise 1 Write the corresponding words in English.

adya'	_____	ɬlwô	_____
lvîn	_____	mbzɬ	_____
sɬ gvà	_____	sɬ gwò	_____
ngàmɬɬ	_____	byal	_____
bzɬ	_____	ndzɬsɬ	_____

Exercise 2 Write the corresponding words in Kom.

potato	_____	think	_____
time	_____	him	_____
ashes	_____	mouth	_____
umbrellas	_____	stomach	_____
chin	_____	long	_____

Exercise 3 Fill in the missing letters.

sɬ ____à'	"to work"	ɬ____en	"bamboo"
si ____ɬ	"many"	____ù'	"jigger"
sɬ ____ɬmi	"to bury"	ɬ____à'tɬ	"rag"
si ____a	"take it easy"	ɬ____òl	"tadpoles"

Lesson 9

THE VERBS

The verb in Kom, as in English, is a word which says what something does, what is becoming of something, or the state of something. The infinitive form of the verb in English is marked by the word to. In Kom, the infinitive form is marked by the word sɬ, i.e., sɬ gvì, "to come." The infinitive marker is always written separately from the verb.

The verbs in Kom can be divided into two groups, High tone verbs and Low tone verbs. The High tone verbs take Mid tone in the infinitive form but that changes to a High tone in the imperative form, that is, when you are giving someone an order or command. As stated in Lesson 4, the difference in tone for the infinitive and imperative forms is not marked. The Low tone verbs take Low tone in the infinitive form and may also take Low tone in the imperative form and this is marked with a Low tone mark.

High Tone Verbs

sɛ̌ kom	"to shave"
sɛ̌ tal	"to entertain"
sɛ̌ yem	"to sing"
sɛ̌ bom	"to mold"
sɛ̌ kam	"to squeeze"
sɛ̌ timi	"to stand"
sɛ̌ na'sɛ̌	"to open"

Low Tone Verbs

sɛ̌ lù	"to leave"
sɛ̌ tà̌m	"to prevent"
sɛ̌ yè̌m	"to wake up"
sɛ̌ lè̌m	"to put"
sɛ̌ jè̌l	"to walk"
sɛ̌ nyì̌nì̌	"to lie down"
sɛ̌ kà̌lì̌	"to go down"
gvi	"come!"
chwò̌	"pass!"
kà̌lì̌	"go down!"

In the Imperative mood, singular subject pronouns, like in English, are omitted, but, unlike English, plural subject pronouns are written in Kom. Imperative verbs do not take time markers but they have a higher tone and may use the suffix -a .

yem njàn	"sing a song!"
yì yem njàn	"sing a song!" (plural)
yè̌ma	"wake up!"
yì yema	"wake up!" (plural)
bè̌-a	"say it!"
yì ndu	"go!" (plural)
ka yi ndù	"don't go!" (plural)
fi tǎni	"speak again"

Remember, as you look at the above lists, that we mark Low tones but not High or Mid tones.

The tense system in Kom is different from that of English. In Kom, time markers come before the verb and are written separately from the verb. The following sentences show how to write these time markers.

- | | |
|---------------------------------|----------------------------------|
| 1. Nsom n̄n gv̄ lv̄n. | "Nsom is coming now." |
| 2. Nsom gv̄ lv̄n. | "Nsom has come now." |
| 3. Nsom n̄i gv̄i n̄nch̄ue. | "Nsom came in the daytime." |
| 4. Nsom làe gv̄i b̄is̄i-b̄is̄i. | "Nsom came early this morning." |
| 5. Nsom t̄f gv̄i iyoni. | "Nsom came yesterday" |
| 6. Nsom n̄n làe gv̄i n̄i b̄en. | "Nsom came in the rainy season." |
| 7. Nsom n̄n n̄f gv̄i n̄ntu'4. | "Nsom will come in the night." |
| 8. Nsom n̄n làe gv̄i a lib̄is. | "Nsom will come tomorrow." |

The chart below summarizes some of the major tense and aspect markers.

<u>Present</u>	n̄n	as in 1	progressive
	ø	as in 2	perfect
<u>Past</u>	n̄i	as in 3	recent
	làe	as in 4	today
	t̄f	as in 5	yesterday
	n̄n làe	as in 6	distant
<u>Future</u>	n̄n n̄i	as in 7	today
	n̄n làe	as in 8	distant

Verbs in the present and future tenses can take a suffix **-a** , indicating incompleted action. This suffix takes the tone of the High tone verb stem to which it belongs. However with Low tone verbs, the verb stem receives a higher tone and the Low tone shifts onto the suffix.

Nsom n̄n yema.	"Nsom sings."
Nsom n̄n koma.	"Nsom shaves."
Nsom n̄n laf-à.	"Nsom dresses."
Nsom n̄n jelà.	"Nsom walks."



When the verb is not at the end of the sentence the suffix **-a** disappears.

Nsom n̄n jêl wì.	"Nsom is not walking."
Nsom n̄n yem njàn.	"Nsom is singing a song."
Nsom n̄n yí àbayn.	"Nsom is eating fufu."
Nsom n̄n kom àtu.	"Nsom is shaving a head."

Another aspect marker in Kom is the word **na** , which indicates that the action of the verb is of long duration. It is always written separately from the verb.

Nsom n̄n kôn sɛ na yí abayn.	"Nsom likes to be eating fufu."
------------------------------	---------------------------------

The aspect marker **meyn** , which emphasizes the importance of the action of the verb, has a High tone and it is also written as a separate word. In the past tense it occurs between the time marker and the verb and it raises the tone of the word immediately to the left. In the present and future tenses, **meyn** occurs immediately after the verb.

Fùl ni meyn gvì.	"Ful did come."
Fùl n+n ni gvì meyn	jae ta ka mà yì.
	"Ful will come before I eat."
Fùl gvi meyn.	"Ful has come."
Wà gvi meyn a?	"Have you come?"

Exercise 1 Fill in the blanks with the correct words or suffixes.

- | | |
|------------------------------------|----------------------------------|
| 1. Ivìs ì _____ lum__. | "The fire is hot." |
| 2. Wù _____ gvì. | "He has not come." |
| 3. Añena _____ bìsì-bìsì. | "They left early this morning." |
| 4. Ghesìnà _____ ndu à chuesì tal. | "We will go at 3 o'clock." |
| 5. Nsom _____ lù iyonì. | "Nsom did leave yesterday." |
| 6. Mì n-kôn _____ Itanìkom. | "I like to be writing Kom." |
| 7. Ntòyn _____ lùm _____. | "The pot is not hot." |
| 8. Nsom _____ yuyn ìfwo a libìs. | "Nsom will buy things tomorrow." |
| 9. Ka _____. | "Don't go!" |
| 10. Añena _____ ndù. | "They have not yet gone." |

Lesson 10

THE NOUNS

The nouns in Kom are divided into different classes or groups on the basis of the prefixes and suffixes and grammatical agreements that characterize each class, that is, each group takes certain prefixes or suffixes and uses a certain agreement marker when forming adjectives.

<u>Class</u>	<u>Example</u>	<u>Description</u>
1	wayn	"child" singular, no prefix, ø
2	ghelɿ	"people" plural, no prefix, ø
3	ĩngòm	"banana" singular, prefix i-
4	ilen	"bamboos" plural, prefix i-
5	afol	"hat" singular, prefix a-
6	awum	"eggs" plural, prefix a-
7	ivɿs	"fire" singular, prefix i-
8	ifwol	"hats" plural, prefix i-
9	mbayn	"nail" singular, prefix N- or ø
10	mbaynsɿ	"nails" plural, suffix -sɿ
11	mɿvɿl	"oil" prefix mɿ- or in-
12	tɿbi	"kolanuts" plural, prefix tɿ-
13	fɿkâ'	"tree" singular, prefix fɿ-

N- refers to a nasal prefix, either m- or n-.

Some words have a pre-prefix when spoken in isolation, i.e., [ɿbò], "bag". The [i-] does not occur when the word is put into a sentence therefore it should not be written, i.e., bò . The noun class prefix /i-/ must always be written, i.e., ikoe , "arm".

The basic tone of the noun is either High or Low. The tone on the noun class affix is usually Mid but may be Low if the tone on the noun stem is Low.

Each noun class has its own set of pronouns, i.e., subject, object and possessive pronouns. For example:

<u>Noun</u>	<u>Subject Pronoun</u>	<u>Object Pronoun</u>	<u>Possessive Pronoun, "my"</u>
wayn	wù	ñweyn	wayn wom
ghelì	àñena	àñena	ghelì ghem
ìvìs	wù	ñweyn	ìvìs ì wom
isan	yì	inyeyni	isan i yemi
afol	kì	ankeyn	afol à kema
mbayn	yì	nyeyn	mbayn yem
mìvìl	mì	meyn	mìvìl mêm
bìsì	sì	nseynsì	bì semsì
tìbì	tì	nteyntì	tìbì temtì
fìkâ'	fì	nfeynfì	fìkâ' femfì

Each noun class forms adjectives in its own way. Note in the following examples how to write the nouns with the agreement marker and the adjective.

wul ì jùn
 ghelì ghì jùn
 ìvìs ì laenì
 ìfwol ì laelìnì
 ìngòm i laeni
 ilen i laelìni
 afol a gha'na
 awum a gha'lina
 mbayn ì jùn
 mbaynsì jùnsì
 mìvìl ìn jùn
 tìbì tì jùntì
 fìkâ' fì jùnfì

"a good person"
 "good people"
 "a small gun"
 "small hats"
 "a small banana"
 "small bamboos"
 "a big hat"
 "big eggs"
 "a good nail"
 "good nails"
 "good oil"
 "good kolanuts"
 "a good tree"



Exercise 1 Fill in the blanks with the correct pronoun.

1. Bzɪ nɪn yɪ-a. _____ n-yɪ-a.
2. Afol à kema nɪn jofa. _____ n-jofa.
3. ɪnkà' nɪn ghɪ abe. _____ n-ghɪ abe.
4. Mɪ n-kôn fɪnyuyn. Mɪ n-kôn _____.
5. Wù n-yɪ ìngòm. Wù n-yɪ _____.
6. Taɲi sɪ Fɪl nɛyn Yuh. Taɲi sɪ _____.
7. Nyamsɪ nɪn kfɪlɪ ɪyol. _____ n-kfɪlɪ _____.
8. ɪfwol ɪ vɪ nɪn fɪfa. _____ n-fɪfa.

Exercise 2 Fill in the blanks with the correct pronoun or adjective. For example:
afol à kema, mɪvɪl mɛm, ìngòm i yemi

1. afol à kya, ìngòm _____, fɪkâ' _____
2. afol a nweyn, mɪvɪl _____, wayn _____
3. afol a juɲà, ɪvɪs _____, mbayn _____
4. awum a bɪ-a, mɪvɪl _____, ìngòm _____
5. bzɪ yes, fɪkâ' _____, afol _____

Lesson 11

RULES FOR WRITING KOM

Word Divisions

Nouns, verbs, adjectives, adverbs, tense markers, and most parts of speech are written as separate words.

Nouns are written without prefixes or suffixes, aside from the noun class affixes mentioned in Lesson 10. We also said in the last lesson that with certain nouns in isolation, a pre-prefix is sometimes spoken, [ɬ-], but since this never occurs in a sentence, it is not to be written.

[ɬfɬlám] → fɬlám, "net"

Subject pronouns are always written separately. Referential pronouns, those referring to a noun previously mentioned, are to be written as two separate words.

Ghɬ n-gvɬmì ɲweyn isè nâ ghàyn.

"They buried him in that grave
(that was mentioned previously)."

The grammatical form of the relative pronouns, "which", will be written with two words, rather than the spoken form.

Mɬ n-kônŋ ngvɬ zì a yì n-ghɬ a ndo.

"I like the fowl which is in the house."

Noun subject and/or focus markers follow the noun and are written as a separate word.

Àtám à nɬn lɛ bebsɬ gha sɛ fɬntânɲuyn fɬ a?

"How did the elephant wrong the starling?"

Nouns with an adjective are written as three separate words.

wul ì jùn, "a good person"

tìchì tì kà? "Which sticks?"

afo à mò', "one thing"



The noun class marker that follows the adjective (for some noun classes) is a suffix to the adjective, written as one word.

awum a junà, "good eggs"

Sometimes a pronoun acts like an adjective and may take a suffix.

A n-ghì ì fì ànenafì.

"It is theirs (a tree)."

Verbs, adverbs, and tense markers are written separately.

Anena nìn se' kìmì ìwe.

"They are also going to the market."

An exception is made for two markers, /-ì/, and /-a/, which indicates incompleted action, which are suffixes to the verb.

Anena nìn gvi-à. "They are coming."

The question marker, /a/, is written as a separate word.

Wà yvì meyn a? "Did you hear?"

The words of a possessive phrase are usually written as separate words, with a marker between the two nouns, but sometimes a hyphen is used if it is more like a compound word or if someone's name is used.

mí+vǎl mì wùl, "someone's oil"

wayn-nà, "child of mother" = "brother"

ndosǎ Tim-sǎ, "Tim's houses"

The words in a location phrase are written separately.

Wù n-du' a nse.

"He is sitting on the ground."



Elision

Generally speaking, elision is not marked; the grammatical forms are written. In the spoken language, when two vowels occur next to each other between words, the first vowel drops out, but the full grammatical form is to be written.

[sàŋēná] → sǎ àŋena, "to them"

Also in the spoken language, the complex vowels, i.e., /ay/, that are followed by a nasal consonant become simple vowels, i.e., /a/, when followed by a syllable that begins with a vowel, but again, the full grammatical form is to be written.

[ābáyŋ], abayn, "corn fufu"

[ābānākémā] → abayn a kema, "my corn fufu"

Following certain pronouns, (mí, wà, wù, yí, kí, sí, tí, fí) the word /nín/, is partially elided and is joined to the verb by a hyphen.

Wù n-se' íwe. "He is going to the market."

Punctuation

A full stop is used to end a statement, a comma is used to indicate a pause, an exclamation mark is used to indicate a command, and a question mark is used to indicate a question.

As shown above, a hyphen is used in certain places, such as in compound words, to mark elision, to separate a proper noun from a suffix, and to separate two vowels that come together because of a suffix. Other places where a hyphen is used are to separate two identical consonants and in reduplicated verbs.

ason a bí-a, "bad teeth"

wul í dvìn-ní, "old person"

Ayena nín bey'lí-bey'lí íwe.

"They are selling in the market."



The two tone marks, Low, ˘, and High Low or Falling, ˆ, are very important, and must always be marked. The tone marks are only placed over vowels.

PROVERBS IN KOM

1. A m-bì ndo ndà wu fi sè' ifyen i fɛnya' a.

2. Wayn gvè bu tìmi fɛ wû ngvɛ.

3. Si jya nɛn chwô sakos.

4. Jvâ nɛn chwô nɛ ɛtu ɛnkà'.

5. Wâ tim àvɛ à kya a kfɛ kɛ iti.

6. Asɛ a wûl à tum àbɛl-abɛl.



Approximate translations:

1. No lucky person would ever go to consult a sorcerer.

2. The young of a partridge never resemble those of a fowl.

3. A little of something is better than none at all.

4. A flooded river carries tree branches in its wake. (a person who is very satisfied)

5. If you trip against a rock only the rock will break.

6. May the foreigner's eyes remain closed to what you do.

KOM RIDDLES

1. Tí fí tí abàe-bàe tì bò - Iyvì nì nse
2. Ghìkì nto' ì felì nì kfasì - Ìngvìsì
3. Kì chwò ko' kì chwò kalì - Ifal i ndo
4. Tum fì akù zì akù - Yvì
5. Fì jela fì ibì i kfin - Atunlì
6. Fòyn fìkà' akù - Fìka' fì abì
7. Kè na à chwô zì kè na à chwô zì - Avì
8. Ghelì ghì a ghì sè' ighon à
ndû , tì m yì woyn ghì bolì - Ayôyn
9. Afo kì a fòyn làlì achì kì di'i - Fìnjâenjâe
10. Ntòyn kfìn - Mbvìk mîngônì
11. Afo kì a jvâ to kì dyân - Nsân gvì-gvì
12. Lè ikfì tùm wayn - Itfìs
13. Nì banà wayn banà - Iti abì
14. Kef ntàn ma' i bàm - Anlì abayn
15. Wa n-mû mà, ma mû wì vâ - Ikfìl
16. Ko' nì fòyn làe, kfì nì mbun - Ikfìl
17. Kù lèma lì fu - Ngwò

Approximate translation of Kom Riddles:

1. Two big flat leaves - the sky and the earth
2. The Fon's wives working with iron sheets - fowls
3. The thing that goes up and down - a bamboo door shutter
4. The thing that runs in and out of the forest - a bee
5. The shrub that stands by the hillside - an ear
6. The tree that is king in the forest - the camwood tree
7. Of two things, one says, "I run faster than you," and the other retorts, "I run faster than you." - the feet of a person when he walks
8. The battalion that goes to war and only the young ones fight the war - spear grass
9. The only thing that sits on the throne when the Fon stands - a fly
10. A pot on a hill - ant hill
11. The only insect that crosses a flooded river - a spider
12. The thing that hides from death but exposes its child - a fireside stone
13. The mother as red as the son - a grinding stone

14. It cuts off a twine and throws it back - a utensil for dishing fufu
15. You visit me, I don't visit you - toilet
16. Grows in affluence but dies in misery - a latrine cross bar
17. Take it, give it back - a suspended cupboard in a house

Bobè Mâlâwâ Njim
Anjin - Kom, Fundong
25/5/91

Moses Loh,

Si feli ta wà lù kàlì itin ghès chitì meyn
nwa'li zyâ, fan tî yeyn nâ sî kayn nâ à n-gâyn
ghâ sî va. Nâ ndo nî và ti meyn bzî wayn lûmnî kî
nô iyonî, ma be na mà fe'tî ta ka wa tsinsî mîvîl
mî wâyn.

Awô nî n ghî à bò a ka mà betî sî và. Iyi
asî-i nî n ghî na ka wà fan tî kfa nî lùm. Wà se
sî kfa, wa yuyn mîvîl no si dvî ta ka ghî tum
ncha' wi nî và. Ankûmtî iwo ghî na bèn nî n læ se
sî chfî ma wà ba'li meyn. Awo kèyn à bo nî n to nô
a jûn, ma chwotî na ka wà lesî.

Ghesî nà và nî n to, nî woynđa nô ghî jîm. Nâ
ndo nî và be na wà tsinsî asû a wayn, nî ndzîsî sî
zî.

Ayònnî a fya' nî và. Ghesî nî n jêm kî iwuyn
î two sî và.

A n-ghî mà, bò và,
M. N.

Bobè Mâlâwâ Njim
Anjin - Kom, Fundong
25/5/91

Moses Loh,

Since you left for the coast we have been wondering what is happening with you. Your wife had a male child yesterday and I am telling you so that you can send us oil.

There are two things I want to remind you about. The first is that you should not fail to come home in the dry season. When coming buy lots of oil because we shall visit your in-laws. The second is that you must build before the rains begin. These things are very important and I beg you not to forget.

Your mother and I are doing fine with all the children. Your wife says you should buy soap for the child and clothes for her.

Thank you for your hard work. We are praying for your health.

Your father,

M. N.



Moses Loh Njim
C.D.C. Camp II, Tiko
21/7/91

Bobô,

Ma ti meyn yeyn nwâ'lê ì jûn zî a wà ti tsinsî
sî mà. Ayònnî a wayn kî. Wà bu ti fè'tî sî mà na
izin i wayni nî n ghî nda. Teyn ta ma sî ti kî a
ji sî kfa, wa chî'tî kî ìfwo ì wayn ìlvî ta mà gvî.
Ma yvî meyn âwo kî a wà bè.

Tontî Nîni, nî Nàwàyn, nî woynda nô ghî jîm sî
mà, ì fè'tî na mî n-gvî a njon Mîsingè.

A ghî yeyn-nî kî ìlvî nâ ghè,

M.L.N.

Moses Loh Njim
C.D.C. Camp II, Tiko
21/7/91

Dear Father,

I saw the nice letter you sent to me.
Congratulations for the child. You did not
however tell me the name of the child. Since I'll
soon be home you can expect those things when I
come.

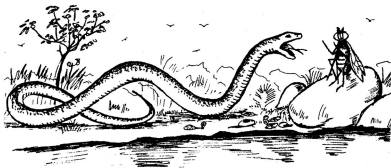
Greet my mother, my wife and all the children
for me, and tell them to expect me in December.

So see you then,

M.L.N.

Mbam nêyn Fînjâenjâe fî

Na à n-lae nà sî ghî achi a li-a, mbam ndù a jvâ ì nà sî nû'tî àfî a nweyn ta ìlva nweyn nî n yafî. Fînjâenjâe fî gvî ì fan kî a nweyn atûnlî, ì nà be-à, "Fu ma nî àfî a, fu mà nî àfî a." Mbam ì kae fu sî ya'i îngal î bò. Wù sè sî fî sî loyn wù mî. Fînjâenjâe fî kae bè na wù fan tî fu, a yi gî n gvî sî a nweyn atu. Mbam ì kfà'tî na fînjâenjâe fî lum gî n gvî sî nô mî a gha kî fôe kî foe. Wù ti kae gî n gvî sî a yi atu kî fôe a yî ni ghâ nî ànkeyn a? Wu kae cho' a nî ìnyî nî, ì ndù, ì lè abû ì zî abu' nî fîndùm.



Fîndùm ì yeyn ta wù n-zî gvî, ì le' fî kî ji a nchya. Ì nà sî nyî n ko' a kfin nî nchûe, kayn ì du' atû fîkà'. Yî yeyn ta fîndùm nî n ko' a kfin nî nchûe, ì chà' bèynlî sî yeyn nà à ti nî n ghî kî nô fîndùm samo' a, ghî lum bê na yî lum ko' wi a kfin nî nchûe a. Ta wù n-beynlî gvî, ì fyas ì fîkà' vzî a wù ni nà du' ateyn, wu fàsà. Ta wu fàsà, wu fe atu nî gvè ì zuelî àwum a gve. Gve tàyn làelî, ì ndù soma a kaynsù.

Kaynsù ì jàn kayn, ì bíf nâ wù jèl ti sị zuetì awùm a gve a?. Wù bè na yi ni nà du' atu fíkà', yèyn fíndùm yi ko' a kfin nínchùe. Yi châ' bèynlì sị yeyn na à ti n-ghì fíndùm samo' a, ifyas ì fíkà' ì fasà, yi fe atu nì gwè.

Kaynsù ì tum jàn fíndùm, ì bíf nâ wù ni jèl ti sị na ko' a kfin nínchùe a? Wù bè na yi ni nà du' kị a yi abù' tèyn ì yeyn mbam zì gvi-à. Yi kae le' sị fì, nà sị ko' a kfin nínchùe.

Ghì tum jàn mbam, ì bíf nâ wù ni nà kìn ghà abù' nì fíndùm a jae ta ka yi fì nà ko' a kfin nínchùe a? Mbam bè na yi ni ndù dù'ì a jvâ nà nù'tì àfì à kya ta ìlvâ vzì nìn yafì, fìnjâenjâe fì gví loyn sị ya'ì ìngal ì bò yi fu. Wu se sị fì sị loyn, yi mì. Wù kâyn na yi n-gfì gvisì a yi atu. Yi kfâ'tì nâ wù ti kae ngìn gvìlsì a yae atu kì fôe a yi ni gha nì ànkeyna. Yi se sị le' ì lè abù' a kya ì ndù zì abù' nì fíndùm.

Ghì jàn fìnjâenjâe ì bíf iwo sị nweyn wu kê' kì tèyn. Ghì kìn njàm ì nà sị kìn sị gvèl nweyn ateyn, sòetì kì soetì. Ghì yeyn na yi gha' ì meyn ì kìn mìnsanlì, ì len zuetì nweyn ateyn.

The Snake and the Fly

One day a snake went to the stream and was squeezing his medicinal herbs because he had a stomach ache. A fly came and kept bothering him saying, "Give me some medicine, give me some medicine." The snake gave it some two times. When it was trying to beg some more, the snake refused. The fly then threatened the snake by saying that if the snake refused to give him some more he was going to lay maggots on his head. The snake considered that usually on whatever object the fly lays its maggots, that object will get rotten. If this fly should lay its maggots on his head and his head got rotten, what would he do with his head? So he ran away to escape. He missed his own hole and ran into the hole of a mole.

When the mole saw him coming in he escaped through a private outlet. He ran up the hill in broad daylight. A monkey was sitting on the branch of a tree and saw the mole running up the hill in broad daylight, and with a jump turned around to see if it truly was a mole because people say that moles are not used to climbing hills in the daylight. As he turned around, the branch on which he was sitting broke. As it broke, he fell on a partridge and broke her eggs. The partridge flew to the local council and sued him for having damaged her eggs.

The council called the monkey and asked him why he damaged the partridge's eggs. The monkey explained that he was sitting on a tree branch and saw a mole climbing a hill in broad daylight. As he was trying to turn around and see better whether it was truly a mole or not, the branch broke so he fell on the partridge.

The council sent and called for the mole and asked him why he was climbing a hill in broad daylight. The mole said that he was sitting in his hole and suddenly saw a snake coming in so he ran out and climbed the hill in daylight.

The council called for the snake and asked him why he went into the mole's hole. The snake said that he was in the stream preparing his medicinal herbs because his stomach was aching. A fly came and begged for the medicine two times so he gave some to it. As it begged for the third time, he refused so it threatened to lay maggots on his head. He was afraid that if his head got rotten he wouldn't know what to do with it. He was escaping and missed his own hole and entered that of the mole.

The council sent and called for the fly but when it was asked any question it remained silent all the time. They brought an axe to split and kill it with but they missed the fly each time. They found this means impossible and at last used broom sticks with which it was beaten and killed.



Bò Akù

Na bòbè ìlvì n̄n lae tum wáyn n̄weyn na wù ndu ì chuf ìvìs. Wù fì se s̄ ki s̄ ko'st̄ akù, ì yeyn dùyn Bò akù ta wù n-bāns̄, wu nà kfā't̄ na à n-gh̄ ìvìs. Wù lù ì ko' ndù ì nà s̄ chu't̄ n̄ ìch̄ i f̄kà' i. Bò akù ì sȳn b̄eys̄ ìwuȳn, b̄f s̄ n̄weyn nà à n-gh̄ gh̄a? Wáyn nà w̄eȳn ì se s̄ f̄aȳn ì b̄e k̄ na bò vz̄ b̄e na yì ko' ì là'i n̄weyn na wù gvi ale' afo a ȳna.



Bò akù ì b̄e'ì lūm bò yi gha' k̄ t̄eȳn, ì kàlì gvi ì b̄e s̄ bòbè nà vz̄ na wù gvi n̄ àfo k̄ a wù n̄ j̄ān z̄ sa ateȳn. Bòbè nà w̄eȳn ì kut̄ ngv̄s̄ n̄ s̄ j̄īm ì we a n̄weyna bò nà gh̄e, wu kes̄ k̄ kes̄. Wu kut̄ bz̄s̄ ì we, wu kes̄ k̄ kes̄. Wu l̄ àngwò's̄ a woyn n̄ n̄weyn ns̄ombo, ì we, wu kes̄ k̄ kes̄. Wu we ànkùmt̄, wu kes̄, b̄f nà, a ti k̄ afo k̄ a wù n̄ j̄ān z̄ sa ateȳn a? Wu n̄ we m̄es̄ woyn n̄weyn ns̄ombo. Wu f̄i b̄f k̄ nà a ti afo k̄ a wù n̄ j̄ān z̄ sa ateȳn a? Wu l̄ w̄f n̄weyn ì w̄e, wu kes̄. Bòbè nà w̄eȳn ì z̄ sa ateȳn, wu kae b̄e na yi kf̄eȳn meyn. Bò akù ì b̄e'ì bò n̄weyn nà z̄ ì ko' sa akù ì ndù chf̄n̄ atu f̄kà', ì n̄ nà s̄ j̄el s̄ ìnkā'.

Nyams̄ nà s̄ chwò se' a gv̄eȳn. No m̄ nyam i k̄ se s̄ chwò ànena b̄e na wù gvi ȳās ànena. Wu b̄f na à chf̄n̄ nda ànena afu a? Ànena b̄e na a chf̄n̄ bò akù, wu b̄e k̄ na, "Wi! Bò akù ì bem t̄eȳn." Wu chwò k̄ chwo.

Lûm ngvî sê sî gvi ànena bè na wù gamtî ànena. Wu bîf na à chfîŋ nda ànena àfu a? Anena bè na à chfîŋ Bò àkù. Wu bîf nâ Bò àkù ÷ ghî nda, bân nî dùyn tèyn a? Wu yàs ànena, ànena fî ÷ kumtî ngò'sî ÷ we luynsî bò àteyn, ÷ kasi chfîŋ kî afu.

Bò àkù ÷ kasi gvi ÷ faytî ÷vîs isas i bò aff. Ngò'sî ÷ zîti sî nâ bzîti-à. Iyêyn bzî, wu bè, "à ti nâ teyn tèyn, à ti bò teyn tèyn, à ti woyn tèyn," sî ya'i ta ka ànena bzîti mèsi a bò àteyn chem.

Ivîs ÷ bali mèsi, wu sê sî sàs alê' ateyn ÷ yeyn kî ngò'sî. Iwo ateyni yaf nweyn tèyn wu nâ ghî na yî yèyn wul vzî a wù yàs ghel ateyn a yî zue.

Wu timi kî a ji, nyamsî se sî kasi sî kfa wu nâ sî bîbtî sî ànena na à nî yàs nda ghelî ghî a? Anena mo kî mo. Lûm ngvî sê sî gvi wu bîf, lûm ngvî beyntî, bè na à nî yàs kî nô zî. Wù gvi nî iwo zî a wù n-kîŋ. Bò àkù ÷ sê sî faytî ÷wuyñ inù lûm ngvî ÷ bè sî nweyn na wù na kîŋ fnù wu visi nêyn nweyn cho' achi kî a ka ghî lâe nù ateyn.

Anena cho' achi, ÷ bè na à na ghî nô mî nda wu là'i ghelî nweyn achi nâ ghê. Lûm ngvî kfa ndu là'i tîkanakayn, nî ÷mfîm, nî yvîsî. Bò àkù ÷ là'i nyamsî mbôlo, nî bzîsî, nî bîsî.

A lae nâ ghî achi ateyn, a zîti kî ànena ghî bò sî nù, ÷ se sî bol, lûm ngvî jan na, "Wo ghelî ghem, a yi na fî-a!" Tîkanakayn tî, nî ÷nfîm, nî yvîsî ÷ fî ÷ chyalî Bò àkù. Ghî sê sî chyalî sî chwôsî nweyn wu kae dzî na, "Wo ghelî ghem, a yi na fî-a!" Ghelî nweyn ÷ bèynsî kî na, "Ghès nî gvi kî sî ki-ki." Ghelî lûm ngvî chyalî zue nweyn ÷ bè'i ndu kfê, ÷ yî ateyn.

King of the Forest (Chimpanzee)

One day, a man sent his son to go out to the neighbourhood and fetch him fire. When he came out of the house and looked up into the forest, his eyes fell on something as red as a glowing fire. It was the exposed anus of the king of the forest (chimpanzee) which he mistook for fire. He hurriedly went near the supposed glowing coal and was trying to break it with a stick. Suddenly the chimpanzee turned around, grabbed him and asked him what he wanted. Scared by the terrifying appearance of the chimpanzee, the child told him that he had been sent by his father to come and invite him to a dinner party.

The chimpanzee took a very large bag and followed the child to their home. On arrival he asked the father to give him what he had invited him for. The man caught all the fowls he had and put them in the chimpanzee's bag but the chimpanzee was not satisfied. He caught his goats and added them but still the chimpanzee was not satisfied. He added the last of his seven children but still this did not satisfy him. The man brought the next child but the chimpanzee was not satisfied and asked the man whether that was all that he had invited him for. The man kept on adding one child after the other until all the seven children were inside the bag. Then again the chimpanzee asked the man whether that was all that he had invited him for. The man gave his wife but the chimpanzee was still not satisfied. At last he decided to get into the bag, too, and then the chimpanzee said that he was satisfied. He carried the bag and went up to the forest and hung it in a tree. He then left and went to fetch wood.

Animals passed this way to their farm. Those in the bag asked every animal that was passing to come and untie the bag for them. Each animal would inquire to know who had tied them there. When he was told that it was the chimpanzee, he would only exclaim, "God forbid! The chimpanzee is very dreadful," and he would pass on his way.

When a cock was passing by, they asked him to come and help them. He inquired to know who had hung them there. They told him it was the chimpanzee. He considered the chimpanzee with his red anus to be nothing to him so he untied them. They picked stones and filled the bag with them, and hung it back where it was.

The chimpanzee returned and made a fire under the bag. The stones started to explode. At each explosion, he would say, "That is the mother, that is the father, these are the children." He continued saying so until all the stones in the bag had finished exploding and the bag dropped.

The fire was now completely out and so he went to search for what he expected but he saw nothing but stones. This made him very angry and his intention was to kill the person who set the people free.

The chimpanzee stood by the road side and when the animals returned from the farm he inquired of them to know the person who had untied the bag. The animals claimed ignorance. When the cock came, the chimpanzee asked him. The cock boldly admitted that he was the one and told the chimpanzee to do what pleased him. The chimpanzee was now getting ready to fight the cock but the cock told him that the two of them should fix another day for the fight.

They both chose a day and agreed that each person should invite as many friends as he could for the fight on that day. The cock went home and

invited wasps, timber beetles and bees. The chimpanzee invited cows, goats, and dogs.

When the day came, the two of them started to fight. When they were getting tired, the cock called, "My people come out!" Then the wasps, the timber beetles and the bees came out and stung the chimpanzee. When he found that he could no longer bear the serious stinging he cried out, "My people come out!" All those who he had invited said, "We have only come to watch, we have not come to fight." The cock's friends stung the chimpanzee to death, and carried his dead body home where it was cooked and eaten.



(thanks to Lynda Ngoin, Rebecca Ncham, Jane Fointein, and Bobe Pius Loh for these stories and the translations)



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